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PROCEEDING

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On

GOVERNANCE AND DEVELOPMENT

in Padang, West Sumatra
December 14 - 16, 2010

Joint Conference :

- Deakin University Australia
- Universitas Negeri Padang
- Universitas Andalas
- Institut Agama Islam Negeri Imam Bonjol Padang

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MELBOURNE GEELONG WARRNAMBOOL

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Drs. Alwen Bentri, M.Pd
Drs. M. Thaufiq Pinat, MDP

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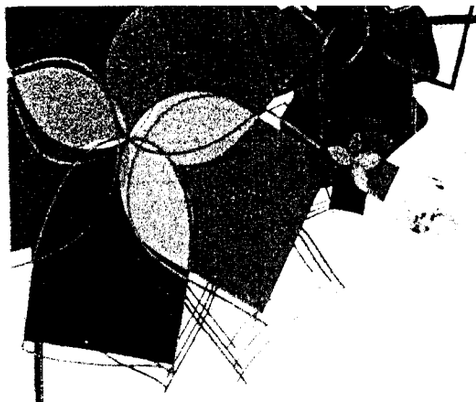

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Governance and Development
Kepemerintahan dan Pembangunan

Abstracts
Abstrak

14 - 16 December 2010
14 - 16 Desember 2010

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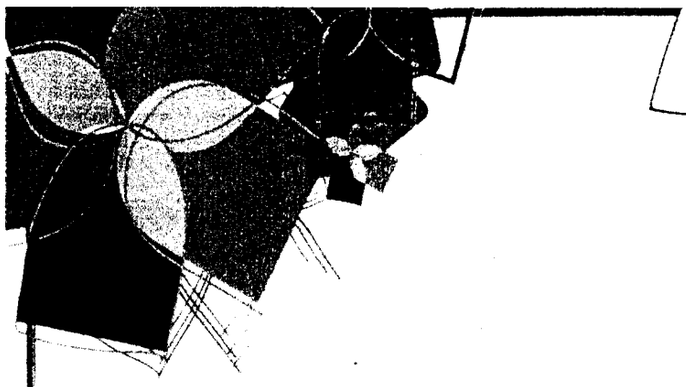

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WELCOME

Welcome to this international conference on governance and development.
The conference will consider questions of what constitutes governance and development today, what forms they take and how they are changing. As global interconnectedness becomes more obvious, it has become increasingly important that we learn about experiences of different contexts of governance and development, and share our understandings of how to construct good governance and development.

The papers in the program offer insights into the issues that we face, in Indonesia and globally, in responding to shifting political, social and natural challenges of the twenty-first century.

Participants in the conference will see that we have organised the papers around the following themes:

- DEVELOPMENT
- POST DISASTER
- EDUCATION
- DEMOCRACY & GOOD GOVERNANCE
- CONFLICT & CONFLICT RESOLUTION
- REGIONAL AUTONOMY
- LOCAL ECONOMICS AND MICRO-FINANCE

This will provide the opportunity to stay with one or two streams throughout the Conference or move between streams.
We are delighted with the number of papers submitted and the number or participants attending the Conference.

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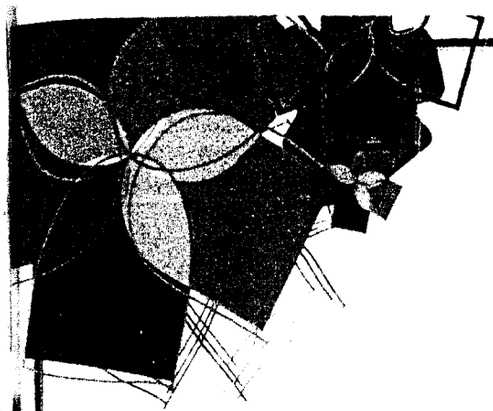

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We anticipate that the Conference will provide an informative and rewarding experience for all who attend.

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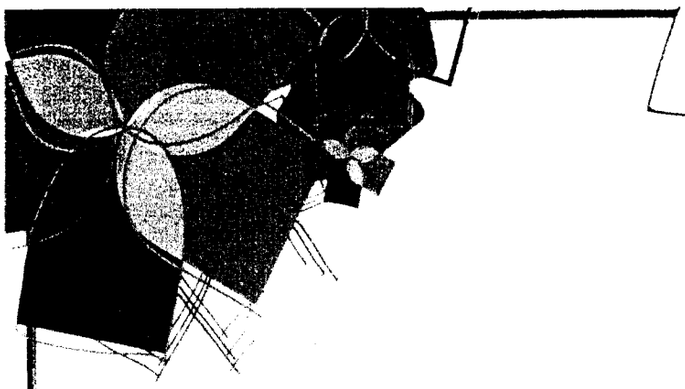

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Selamat datang di Konferensi internasional tentang kepemerintahan dan pembangunan ini.

Konferensi ini akan membicarakan seperti apa kepemerintahan dan pembangunan kini, seperti apa bentuknya dan bagaimana bentuk itu berobah. Semakin jelas hubungan antara bagian-bagian dunia maka semakin penting kita memahami pengalaman dalam berbagai konteks kepemerintahan dan pembangunan yang berbeda serta saling berbagi pengetahuan dan pengertian kita tentang bagaimana menciptakan pembangunan dan kepemerintahan yang baik.

Makalah di dalam proceeding ini ditampilkan dalam bentuk abstra yang menggambarkan pemahaman atas berbagai masalah yang kita hadapi sekarang, baik di Indonesia maupun di dunia, dalam menghadapi tantangan politik, sosial, serta alam yang senantiasa berobah dalam abad ke-21 ini.

Dapat dilihat bahwa makalah-makalah dalam brosur ini berkisar sekitar tema berikut:

- Pembangunan
- Pasca Bencana
- Pendidikan
- Demokrasi dan Kepemerintahan yang Baik
- Konflik dan Resolusi Konflik
- Otonomi Daerah
- Ekonomi Lokal dan Micro-Finance

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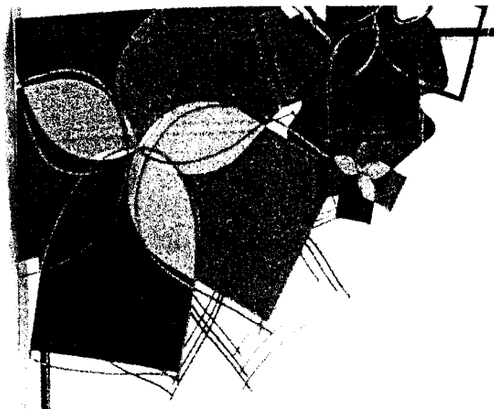

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Kami berharap konferensi ini akan menarik dan berguna bagi para peserta.

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Makalah di dalam proceeding ini disajikan dalam bentuk abstrak berdasarkan pemahaman atas berbagai masalah yang dihadapi sekarang, baik di Indonesia maupun di dunia, dalam menghadapi tantangan politik, sosial, serta lingkungan yang senantiasa berobah dalam abad ke-21 ini. Dapat dilihat bahwa makalah-makalah dimaksud berkisar sekitar tema berikut:

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- Pasca Bencana
- Pendidikan
- Demokrasi dan Kepemerintahan yang Baik
- Konflik dan Resolusi Konflik
- Otonomi DaerahEkonomi Lokal dan Micro-Finance

Dari tema-tema itu mungkin peserta mengikuti satu atau dua topik saja selama konferensi ini atau mengikuti berbagai topik sesuai dengan minat dan keinginan masing-masing.

Diharapkan proceeding ini dapat berguna bagi para peserta dan penulis naskah.

Steering Committee,

Professor Sue Kenny
Associate Professor Ismet Fanany
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Professor Dr. Azwar Ananda, M.A.
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The implementation of competence-baced learning on the productive program cources of clothing specialization at senior vocational school

Yenni Idrus
Universitas Negeri Padang

Abstract

The research concerning the implementation of competence-based learning on the productive subjects of clothing specialization at senior vocational school had been carried out. The special target of the research is to describe the implementation of competence-based learning on the productive subjects of clothing specialization at senior vocational school. Research problems formulated as follow: to what extent the competence-based learning implemented on the productive subjects of clothing specialization, either theory or practice, at vocational school. The variable indicators observed was the use of learning methods, learning approaches, learning media, giving tasks, giving pre-test and pos-test, cognitive, affective and psychomotor evaluation, giving reinforcement, guiding students practice, giving students skills, and conducting cooperative learning. The subject of the research consists of 22 teachers as well as 27 students who learn the productive subjects of clothing specialization at vocational school (SMKN-6 Padang). The questioner with Likert scale was used for collecting data. The questioner distributed to the teachers as well as the students. The data analyzed statistically by using table and graph. The result of this research shows that competence based-learning has been implemented well on the learning process of productive course of clothing specialization at vocational school. It can be concluded that the teachers have implemented the competence-based learning well on the productive subjects of clothing specialization, either theory or practice, at senior vocational schools in Padang. The teachers are suggested to implement the competence-based learning on the learning process at vocational schools increasingly.

The Implementation of Competence-Based Learning on the Productive Program Courses of Clothing Specialization at Senior Vocational School

Abstract

The research concerning the implementation of competence-based learning on the productive subjects of clothing specialization at senior vocational school had been carried out. The special target of the research is to describe the implementation of competence-based learning on the productive subjects of clothing specialization at senior vocational school. Research problems formulated as follow: to what extent the competence-based learning implemented on the productive subjects of clothing specialization, either theory or practice, at vocational school. The variable indicators observed was the use of learning methods, learning approaches, learning media,

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Keywords: competence-based learning, clothing specialization, vocational school

INTRODUCTION

In order to improve the quality of education, government through the Curriculum Center of Research and Development Division of National Education Department developed the new curriculum called the Competence-Based Curriculum (KBK). The specificity of KBK compared to the previous curriculum is that this curriculum was developed by applying a single approach, namely the competency approach. This approach must be used in every type and level of education in each subject. KBK has been implemented in Senior Vocational School (SMK) since academic year of 1999/2000. Implementation of KBK in educational system, especially SMK, automatically would change the teachers' way of teaching at school. Differ with the teachers'

previous way of teaching which material-oriented, learning process in KBK implementation is achievement of competence-oriented including students' knowledge, skill, and behavior.

Karim[1] stated that through KBK implementation, teacher should make students understand about what they have learnt and able in applying the concept in solving the daily problems. Teaching and learning activities should broaden the insight, improve the skill, and grow the positive behavior which reflected through students' thinking and acting ways as the learning outcomes. Therefore, the way the teacher teaches needs to be changed. Teachers need to provide a variety of learning activities that have implications for the variety of learning experiences so that students are able to develop competencies after applying their knowledge and understanding. For this purpose, active learning strategies through a variety of methods are very suitable to be used when applying KBK.

As a new curriculum, the implementation of KBK in Senior Vocational School (SMKN-6) Padang often raises many problems. The main problem is related to the readiness of teachers as implementing education in schools. Teachers generally need a relatively long time or process to be able to design and implement competency-based learning processes effectively. Most teachers do not understand well the various important aspects contained in the KBK, such as the competencies students must have, the subject matter to be provided, the learning experiences students must have, the learning strategies that need to be used, and the evaluation system that will be applied (interview results with the headmaster of SMKN-6 Padang). The same thing was also stated by Handoko[2] that the KBK that was designed was indeed ideal and very good, but in reality, in the regions it would be difficult to implement given the ability of teachers to implement the curriculum is very limited.

On the other hand, the curriculum must be comprehensively socialized so that in the regions there will be no further deviations in the implementation of the KBK. This is because the implementation of the curriculum has not yet reached expectations. The problem to be solved through this research is focused on the extent to which the implementation of competence-based learning processes on the productive program courses of clothing specialization at SMK N-6 Padang. Variables that will be observed include competence-based learning processes on the productive program courses of clothing specialization that are both theoretical and practical. KBK is one of the curriculum models developed and applied in the learning process in all types and levels of schools. Basically, this curriculum contains important components in the form of

basic competencies that students must possess, indicators of competency achievement, subject matter that must be provided, learning strategies that need to be applied, and techniques for evaluating student learning outcomes. All of these components must be present in the learning process at each subject or concept to be taught[3].

Djohan[4] argued that the approach that was carried out in the competency-based learning process must refer to two basic philosophies, namely (1) the idea of "human competence" where every student has abilities that can be developed, student competencies in the form of knowledge, skills and attitudes must be truly visible; (2) the idea of "mastery learning" which states that almost all normal students can learn almost all things knowledge well if they get quality teaching and with sufficient time. By applying the concept of mastery learning or better known as complete learning, knowledge, skills and attitudes that want to be taught to students can be realized properly. The competency-based learning process places more emphasis on the theory of complete learning proposed by Ausubel. In this case, learning is seen as a process of meaningful assimilation. The subject matter or concepts learned are assimilated and linked to prior knowledge.

Knowledge can be said to be useful if it can be accessed in the right conditions. Thus, meaningful knowledge is stored and associated with other knowledge related to one another, whereas useful knowledge is stored and can be used whenever needed. Therefore, in the competency-based learning process certain requirements are needed, as stated by Soekamto[5] as follows: (1) subject matter must be meaningful. This material is selected and arranged by the teacher and presented according to the level of development and past experience of students; (2) the learning situation must be meaningful. In this case, the teacher needs to motivate students to assimilate new material based on prior knowledge in certain ways that they already know. The teacher needs to make an effort so that learning material is not memorized, but is full of understanding and comprehension.

Simply stated, competence can be interpreted as the ability to do a job that is needed by the community. Arbi & Syahrun[6] argues that competence also means a qualification or set of abilities in the form of knowledge, skills and attitudes demanded by a particular position. In addition, Usman[7] states that competence can also be interpreted as a person's qualifications or abilities, both qualitatively and quantitatively. In this study, the notion of competency in question is the basic ability which includes knowledge, skills and attitudes that students must possess and

can develop progressively and sustainably. By knowing the basic competencies that must be possessed by students and using theories and principles of learning that are relevant, an effective learning strategy to instill these competencies in the learning process can be well designed.

Student competencies in the field of clothing specialization in vocational schools can be categorized into three types, namely (1) knowledge, in the form of the ability to master the concepts and principles of science appropriately; (2) skills, in the form of the ability to do things based on theoretical knowledge that has been held; (3) attitudes, in the form of students' psychological behaviors and actions towards various aspects of the field of expertise taught in the field of clothing specialization. Evaluation of the competencies that students have in each subject matter taught is very important. Through the results of this evaluation it can be seen whether all (at least 70%) students already have the basic abilities expected for each indicator of success formulated by the teacher. In this case, the results of the evaluation will provide feedback on the learning process that has been carried out. If the evaluation results show satisfactory results, then the advanced learning process will be well designed and implemented, various enrichment tasks can be given to students, but if the evaluation results show good competency achievement, the improvement of the material and learning improvement strategies need to be designed and implemented so that the principle of complete learning can be accomplished[8].

Research on the implementation of the competency-based learning process program courses of clothing specialization, both theoretical and practical in vocational schools is still lacking. Sari[9], found that the implementation of the KBK in the learning process of Kria Ceramics at SMKN-8 Padang was not optimal. The application of KBK in vocational high schools found many obstacles, such as practical tools for training very limited student skills, low student interest, teaching skills according to the demands of the KBK relatively low, textbooks as supporting student learning processes were lacking, and so on. Based on these findings, the application of KBK in SMKN-8 Padang needs to be improved. Something similar might happen at other SMKNs in Padang City.

METHOD

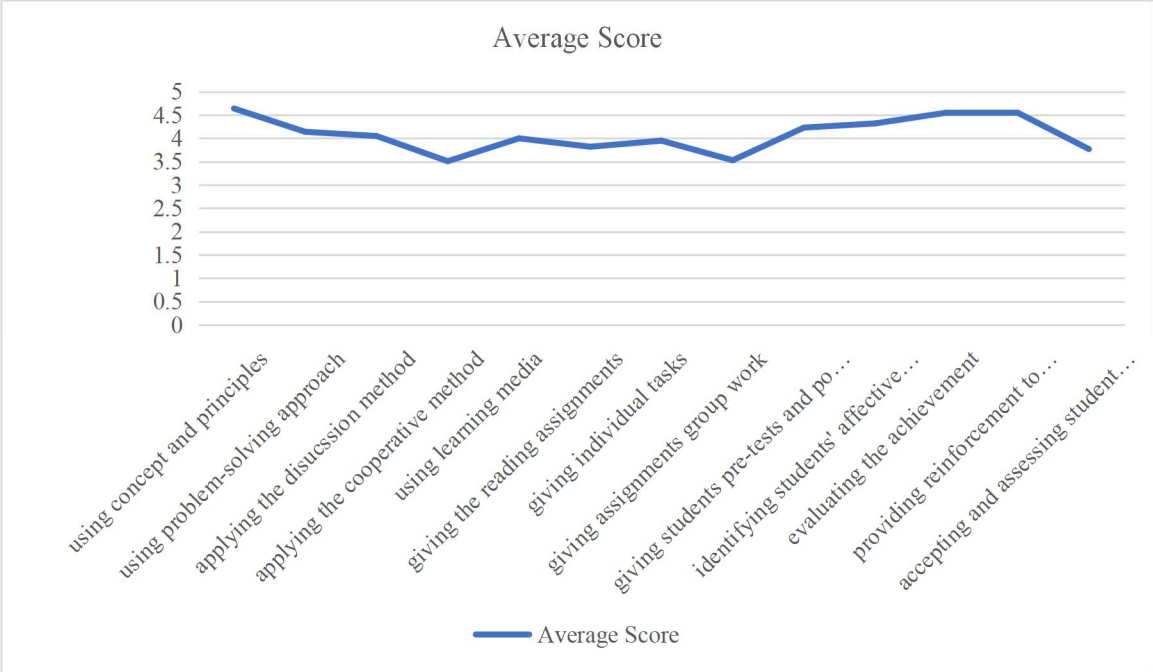
The method used in this study is descriptive because it aims to see a picture of the implementation of the KBK in the learning process of competency-based for productive

programs courses of clothing specialization, both theoretical and practical in SMKN-6 Padang. The research subjects consisted of 22 teachers who taught productive program courses of clothing specialization, both theory and practice. To check the truth of the teacher's answer as a respondent, questionnaires were also given to 27 students (30%) who were taught by the teacher concerned. The research instrument used was a questionnaire for teachers and students. Data is processed using tabulation statistical techniques, percentages, and graphs.

RESULT AND DISCUSSION

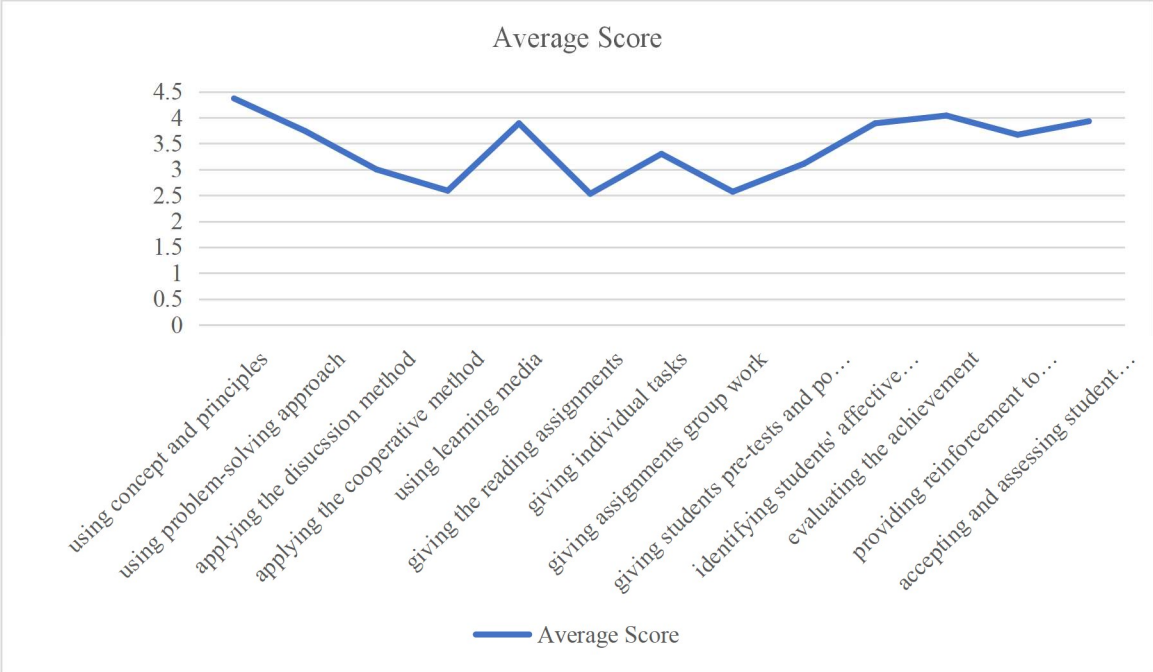
1. Productive Programs Courses of Clothing Specialization (Theoretical)

Overall, the learning process of competency-based for productive programs in theoretical courses of clothing specialization in SMKN-6 Padang has been well implemented (average 4.08). Most of the indicators of the implementation of the competency-based learning process have been implemented, including the teacher: using the concept mastery approach and principles very well (average 4.64), using the problem-solving approach well (average 4.14), applying the discussion method well (average 4.05), applying the cooperative method well (mean 3.51), using learning media tools well (mean 4.00), giving the reading assignments to be well discussed (mean 3.82), giving individual tasks well (mean 3.95), giving assignments group work well (mean 3.53), giving students good pre-tests and post-tests (mean 4.23), identifying students' affective attitudes well (average 4.32), evaluating the achievement of basic competencies of students very well (4.55), providing reinforcement to students very well (average 4.55), also accepting and assessing students' assignments on time well (average 3.77).



Graph 1. Teachers' Perception (theoretical)

In accordance with teacher perceptions, students' perceptions of the implementation of the learning process of competency-based for productive programs in theoretical courses of clothing specialization as a whole have been implemented quite well (average 3.44). According to students, the teacher has used the concept and principle mastery approach well (average 4.37), used the problem solving approach well (average 3.74), applied the discussion method quite well (average 3.00), applied the cooperative method quite well (average 2.59) , using learning tools for learning well (average 3.89), giving reading assignments to be discussed fairly well (average 2.53), giving individual assignments quite well (average 3.30), giving group assignments quite well (average 2.57)), giving students pre-tests and post-tests well enough (average 3.11), identifying students 'affective attitudes well (average 3.89), evaluating the achievement of students' basic competencies well (4.04), giving reinforcement to students well (average 3.67)), as well as accepting and assessing student assignments on time well (average 3.93).



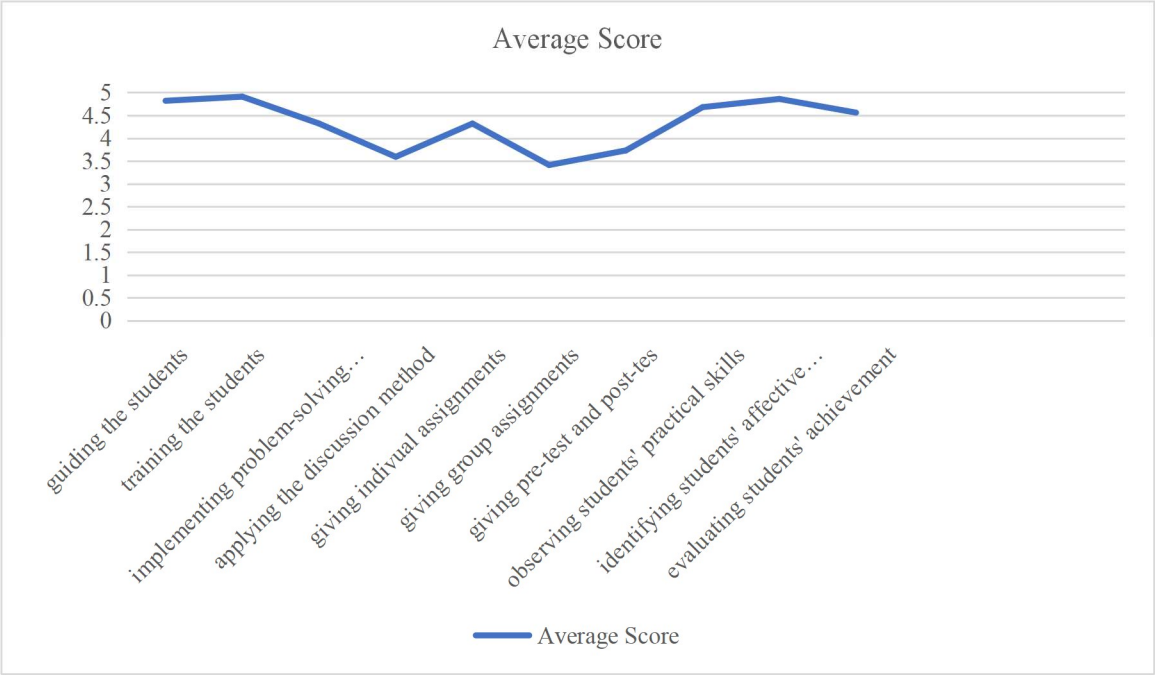
Graph 2. Students' Perception (theoretical)

Relative indicators are still lacking, including the use of cooperative methods, giving students reading assignments to discuss, giving students group assignments, and receiving and assessing student assignments in a timely manner. In general, the competency-based learning process that is theoretical has been carried out as it should. This is because most Padang Vocational School 6 teachers understand KBK and its application in schools. Based on observations in schools, the majority of SMKN-6 teachers have experience in teaching (senior teachers). In addition, SMK-6 as one of the vocational schools prioritizes its students mastering the basic competencies taught thoroughly compared to general schools.

2. Productive Programs Courses of Clothing Specialization (Practical)

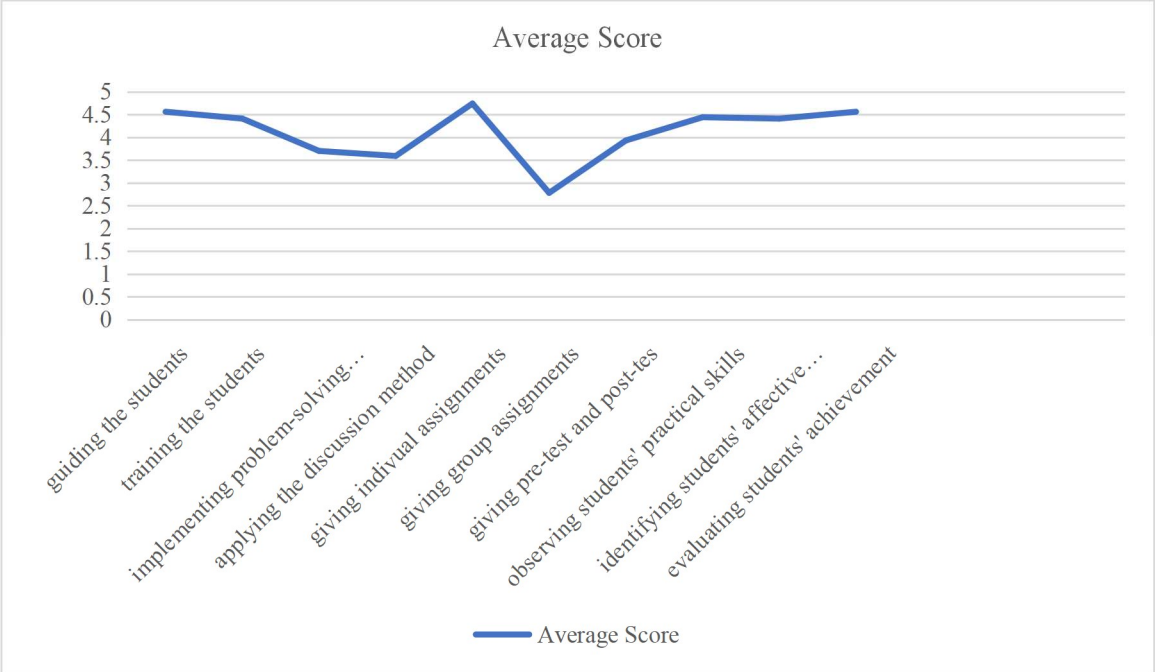
Overall, the learning process of competency-based for productive programs in theoretical courses of clothing specialization that are practical in SMKN-6 Padang has been well implemented (average 4.35). Most indicators of the implementation of the learning process of competency-based have been implemented. In this case, the teacher has: guided students in practical work very well (average 4.82), trained students' skills very well (average 4.91), implemented problem-solving learning strategies well (average 4.32), applied the discussion method well (average 3.59), giving students individual assignments well (average 4.32), giving

students group assignments quite well (average 3.41), giving students pre-tests and post-tests well (average 3.73), observing student practice skills very well (mean 4.68), identify students 'affective attitudes very well (mean 4.86), and evaluate the achievement of students' basic competencies very well (average 4.56).



Graph 3. Teachers' Perception (practical)

In accordance with teacher perceptions, overall student perceptions of the implementation of the learning process of competency-based for productive programs in theoretical courses of clothing specialization that are practical have been well implemented (mean 4.03). According to students, the teacher has guided students in practical work very well (average 4.56), trained students' skills very well (average 4.41), implemented problem solving learning strategies well (average 3.70), applied the discussion method well (average 3.59) giving students individual assignments very well (average 4.74), giving students group assignments quite well (mean 2.78), giving students pre-tests and post-tests well (average 3.93), observing student practice skills very well (average 4.44), identify students 'affective attitudes well (average 4.41), and evaluate students' basic competency achievements well (average 4.48).



Graph 4. Students' Perception (practical)

Some indicators that have not been relatively well implemented include the use of problem-solving strategies, discussion methods, and assignment of group tasks. But in general, practice indicators of competency-based learning that have been implemented quite well. This is due to the fact that SMKN 6 Padang teachers have understood various competency-based productive learning models in courses of clothing specialization that are practical. In addition, teachers of courses of clothing specialization generally have a high professional responsibility for the implementation of learning processes of competency-based practice.

CONCLUSION

The results of this study indicate that the learning process of competency-based for productive programs courses of clothing specialization that are theoretical in SMKN-6 Padang has been well implemented. The teacher in the learning process has used the concept and principle mastery approach very well (average 4.64), using the problem solving approach well (mean 4.14), applying the discussion method well (average 4.05), applying the cooperative method with good (mean 3.51), using learning media aids well (mean 4.00), giving reading assignments to be well discussed (mean 3.82), giving individual tasks well (average 3.95), give

good group assignments (average 3.55), give students pre-test and post-test well (average 4.23), identify students 'affective attitudes well (average 4.32), evaluate the achievement of students' basic competencies very well (4,55), gives reinforcement to students very well (average 4.55), and receives and assesses students' assignments on time well (average 3.77). Almost the same perception is also given by the students they teach. Thus, the learning process of competency-based for productive programs courses of clothing specialization that is theoretical is well implemented.

Furthermore, the learning process of competency-based for productive programs, courses of clothing specialization that are practical in nature has also been well implemented. In this case, the teacher has guided students in practical work very well (average 4.82), trained students' skills very well (average 4.91), implemented problem solving learning strategies well (average 4.32), applied methods discussion well (mean 3.59), giving students individual assignments well (average 4.32), giving students group work fairly well (average 3.41), giving students pre-tests and post-tests well (average 3.73), observing student practice skills very well (mean 4.68), identifying students 'affective attitudes very well (average 4.86), and evaluating the achievement of students' basic competencies very well (mean 4.86). Almost the same perception is also given by the students they teach. Thus, the learning process of competency-based for productive programs courses of clothing specialization that is practical is well implemented.

Based on the description above, it can be concluded that the learning process of competency-based for productive programs courses of clothing specialization in SMKN-6 Padang has been well implemented. Teachers at SMKN-6 Padang are expected to be able to sustain and further enhance the implementation of this competency-based learning process in a sustainable manner.

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